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DIPLOMA EXAMINATIONS

CURRICULUM SPECIFICATIONS

for

ENGLISH 33

JULY, 1983
Revised

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SECTION A: INTRODUCTION

The language arts curriculum specifications for examinations in English 33 were originally prepared in July, 1981, by a committee of classroom teachers, university professors, and Alberta Education personnel under the direction of the Curriculum Branch. These specifications were revised and validated in January, 1982 and in June and July, 1983. Alberta Education acknowledges with appreciation the contributions of the members of the two Grade 12 Language Arts Committees.

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The *curriculum specifications* for the Grade 12 Diploma Examinations in English 33 were developed from the same criteria as were the curriculum specifications for the Provincial Achievement Tests in English 33 (1982). These criteria are:

1. to be based wholly on the *Program of Studies for Senior High Language Arts, Revised, Spring, 1981,*

2. to reflect the wholeness of the Language Arts program by integrating a taxonomy of levels of *thinking* with the various *communication skills*. These include the receptive components of listening, viewing, and reading, and the expressive components of speaking and writing.

PURPOSE OF CURRICULUM SPECIFICATIONS

Curriculum specifications are designed to identify priorities in the Language Arts Program of Studies for the purposes of teaching and evaluation. Evaluation at the provincial level and at the school level should be guided by these specifications.

WEIGHTING FACTORS

Varied emphases are reflected in the system of weighting in terms of time and importance.

1. Time Factor

   Time factor refers to the approximate time to be devoted to teaching various components of the language arts in the classroom.

The Curriculum Specifications Committee considered percentage weightings for time spent on the various modalities or strands (e.g., reading) and for time spent on levels of thinking (e.g., understanding). As a result of these considerations it was recommended that, for example, time allotments in English 33 be 30-40 percent for reading, and 20-30 percent for knowledge and understanding. It will be noted that a 10 percent range exists when weightings are given.

2. Importance Factor

All concepts and skills in the language arts program are considered important, but some have greater importance than others. The *importance* factor attempts to distinguish these differences and to suggest what the priorities should be for instruction and evaluation.

The *importance* factor, separate from the time factor, is represented by the letters A, B and C as follows:

A - Extremely Important
B - Very Important
C - Important

The concept *appropriate reading strategies* is weighted A. This indicates that it is considered *extremely important* at the Grade 12 level in English 33.

3. Process and Outcome Objectives

Both *process* and *outcome or product* objectives are important, and both can and should be evaluated by the classroom teacher. At this time, provincial testing is directed almost exclusively to outcome objectives. Definitions of these terms, for the purposes of this document, are:

Process Objective - an objective which involves certain actions or activities, i.e., processes, that may result in products which cannot be evaluated by traditional external testing procedures. Evaluation of these objectives is best accomplished by the classroom teacher.

Outcome Objective (Product Objective) - an objective which, as a result of some action or process, leads to a product or outcome which can be measured or evaluated by external testing.

For further clarification of *curriculum specification* concepts, readers should refer to the concept and skill statements in the *Program of Studies for Senior High Language Arts, Revised, Spring, 1981.*

Table 1 outlines the percentage weighting of classroom time suggested for each of the communication skills in English 33: writing, reading, viewing, listening, and speaking. Table 2 outlines the percentage weighting of classroom time suggested for each of the taxonomic levels. Section B of this document outlines the detailed *curriculum specifications.*

Table 1

English 33 Language Arts Total Curriculum

MODALITIES	TIME WEIGHTINGS
WRITING	30 - 40
READING	30 - 40
VIEWING	5 - 15
LISTENING	10 - 20
SPEAKING	10 - 20
TOTAL	100

Table 2

English 33 Language Arts Taxonomic Levels

TAXONOMIC LEVELS	PERCENTAGE RANGE*
KNOWLEDGE AND UNDERSTANDING	20 - 30
APPLICATION AND SYNTHESIS	30 - 40
EVALUATION	15 - 25
APPRECIATION	15 - 25
TOTAL	100

*Percentages reflect emphases for the total English 33 program.

In some instances, where the skills listed in English 13 and 23 are expected to be treated at the 33 level, these skills have been added to the specifications for English 33.

DIPLOMA EXAMINATIONS AND CLASSROOM EVALUATION

The curriculum specifications which follow identify priorities in the Language Arts Program of Studies for teaching and for evaluation in the classroom and at the provincial level. The two levels of evaluation differ somewhat in their purpose, in characteristics and in the scope of what content is evaluated.

The purpose of evaluation in the classroom are: to provide students with information about their strengths and weaknesses; to provide a basis for teachers and students to plan instruction; to provide information about whether objectives are being met; to assess mastery of content; and to help students to develop their writing, reading, listening, viewing and speaking skills.

Classroom evaluation is an integral part of teaching method. Teachers instruct on the basis of assessing students' work at various stages, and by suggesting improvements in presentations as students develop their skills and understandings. Some of this evaluation is formal, but much of it is informal, and is essentially a dialogue between teacher and student, and teacher and parent, about the student's progress toward attaining the course objectives.

Diploma Examinations serve a different purpose. Rather than being an integral part of the instructional and learning process, they occur at the end of that process. Their purpose is to assess outcomes. Their audience is the student and his parents, employers, post-secondary institutions, and school systems.

The characteristics of evaluation in the classroom are usually quite different from those of evaluation at the provincial level, partly because of the purposes served. Much of the evaluation in the classroom occurs as skills and knowledge are being developed. It is on-going and is designed to guide and assist students. Sometimes it is motivational in nature. For example, credit is given for the completion of assigned work. At mid-term and end-of-term another type of evaluation is used when there is an attempt to measure whether or not students have met intended objectives or mastered fundamental content. Students' work is assessed in both the oral and written modes. Whether classroom evaluation is on-going, motivational, end-of-term, oral or written, teachers maintain their sensitivity to the growth and development of the students as they assess students' efforts.

Diploma Examinations, on the other hand, are end-of-term examinations which are course-specific and pertain only to the skills and understandings that the student has developed by the end of English 33. The diploma exams, while program- and course-specific, are not classroom- or school-specific. They are paper-and-pencil tests and, clearly, have their limitations.

The scope of classroom evaluation in language arts is broader than that of diploma examinations. In the classroom, a student's development in all the language arts skills can be evaluated. A student's understanding of a literary concept may be evaluated through a group discussion which he leads, or through a formal speech. At the same time as his reading skills are being developed, his speaking skills will be developed and can be evaluated. A classroom teacher will probably use film or television as an integral part of instruction and may evaluate his students' critical viewing skills through oral or written assignments.

Because of the limitations of paper-and-pencil tests, Grade 12 Diploma Examinations cannot test a student's skills in listening and speaking and in aspects of viewing at this time. Even though some of the concepts listed under reading and writing are similar or parallel to concepts in listening, speaking and viewing, the Grade 12 examinations will be evaluating only those concepts and skills which can be tested in a relatively short time with paper and pen.

Grade 12 Diploma Examinations serve to complement classroom evaluation. Both types of evaluation assess some of the same aspects of student achievement; however classroom evaluation encompasses the whole of the language arts program while Grade 12 Diploma Examinations can assess only a part.

CONCEPTS	WRITING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
1.	*Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.*	A		
	<u>Skills</u>			
	1. Generate ideas for writing in a variety of ways such as brainstorming, group discussion, class discussion, exploratory writing, personal experience, and incidental reading.	A	x	
	2. Identify purpose and audience, and direct writing to that audience.	A	x	x
	3. Use ideas generated during prewriting activities to limit subject independently and provide sufficient materials for purpose.	A	x	x
	4. Recognize and use personal experience in composition.	A	x	
	5. Allow for development of a composition during the writing process by planning the composition and allowing for discovery of meaning.	A	x	
2.	*Appropriate organization and development of ideas are essential qualities of written composition.*	A		
	<u>Skills</u>			
	1. Write an introduction which engages the interest and focuses the attention of the reader.	A	x	x

* IMPORTANCE FACTOR: A - Extremely Important
B - Very Important
C - Important

CONCEPT	WRITING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	2. Use a method of development which is appropriate to topic, purpose, and audience.	A	x	x
	3. Use various methods of development, such as examples and reasons.	B	x	x
	4. Demonstrate the ability to organize thoughts coherently.	A	x	x
	5. Compose a suitable ending which follows the train of thought established, and concludes without a mechanical repetition of ideas.	A	x	x
3.	*Effective revision involves careful evaluation of ideas and a further shaping of the composition.*	B		
	<u>Skills</u>			
	1. Ensure that all instructions have been followed.	A	x	x
	2. Improve the expression of ideas by: identifying those ideas which have not been adequately developed and improving the expression of those thoughts; revising word choice and sentence structure in terms of their appropriateness to subject, purpose and audience; and examining the composition for faulty mechanics, unity, coherence, emphasis and proportion.	B	x	
	3. Produce a revised version, carefully proofread, with a suitable title, footnotes and bibliography where appropriate.	B	x	x
4.	*A writer's ideas and experiences can be presented through various modes of discourse.*			
	<u>Skills</u>			
	1. Develop ideas for other types of writing through the use of personal or exploratory writing, such as journal writing or personal reactions, to clarify thoughts and feelings.	B	x	

CONCEPT	WRITING CONCEPTS 30% - 40 (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	2. Through shaped and polished writing, share thoughts or feelings with other people.	B	x	x
	3. Use clear, functional prose when purpose is utilitarian, such as when conveying information or arguing a point of view.	B	x	x
5.	*An important life skill is the ability to write clearly in an appropriate prose form to fulfil a particular intention.*	A		
	<u>Skills</u>			
	1. In language appropriate to purpose and audience, write clear, precise business letters, such as letters of request or complaint, using a courteous business-like tone.	A	x	x
	2. Complete a variety of forms; produce a complete and useful resumé and covering letter for a specific application.	A	x	x
	3. Write, for specific purpose and audience, a concise, factual, clear, well-organized report which requires some research or investigation.	A	x	x

	READING CONCEPTS 30% - 40% (TIME)			
6.	*Reading is a process which demands active involvement of the reader.*	A		
	<u>Skills</u>			
	1. Respond to the material which is read with sensitivity, thoughtfulness, articulation, and self-reliance.	A	x	x

CONCEPT	READING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	2. Understand that the study of literature involves			
	a. initial reading of material;	A	x	
	b. personal response;	A	x	
	c. sufficient thoughtful consideration to ensure understanding;	A	x	
	d. possible sharing of one's response with others, orally or in writing;	A	x	x
	e. where appropriate, a personal, social, or critical evaluation.	B	x	x
7.	*The study of literature can fulfil a variety of goals for the individual.*	B		
	Skill			
	1. Understand that reading literature can increase enjoyment, knowledge and appreciation of literature, and understanding of self and others.	B	x	
8.	*Enjoyment and appreciation of literature depend on favorable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.*	A	x	
	Skill			
	1. Read literature for	A		
	a. the enjoyment and stimulation of the imagination it provides;		x	
	b. an understanding of its content and appeal;		x	x
	c. enjoyment, understanding, and appreciation.		x	x
9.	*Human experience and values can be explored through literature.*	A		

CONCEPT	READING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	Skills			
	1. Examine the human character as revealed in literature by:	A		
	a. describing the major physical and personality traits of characters;		x	x
	b. discovering and discussing the motives of a character's actions;		x	x
	c. inferring and evaluating the motivation for a character's behavior.		x	x
	2. Through literature	A		
	a. expand experience vicariously;		x	
	b. examine values expressed;		x	x
	c. become aware of some of the variety, origins, conflicts, and trends in human values.		x	x
	3. Explore values presented in literature in order to	A		
	a. relate literary experience to personal experience;		x	x
	b. relate personal and societal values to values expressed through literature;		x	x
	c. appraise the values expressed in a literary selection.		x	x
10.	*The understanding and appreciation of a literary selection is dependent upon the recognition and understanding of the general characteristics of literary forms and the relationship of form, idea, and purpose.*	C		
	Skills			
	1. Identify the	C		
	a. subject, theme and purpose;		x	x
	b. basic organization the author has used;		x	x
	c. point of view of a literary selection;		x	x
	d. influences of the setting on character and action.		x	x

CONCEPT	READING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	2. Recognize	C		
	a. how the point of view influences the effect of a particular work;		x	x
	b. how the mood and tone influence the effect of a particular work.		x	x
	3. Retell or summarize the content of a particular work.	B	x	x
	4. Compare and contrast presentation of ideas in two or more literary forms.	C	x	x
	5. Explore the validity of the theme in relation to	A		
	a. life in general;		x	x
	b. personal experience.		x	x
	6. Consider how the impact of a work is affected by its organization.	C	x	x
	7. Generalize about the effect of form in literary selections read.	B	x	x
11.	*Locating, selecting, and evaluating written materials frequently required to fulfil one's purpose in reading are important life skills.*	A		
	<u>Skills</u>			
	1. Identify a purpose for reading and select and synthesize relevant ideas.	A	x	x
	2. Use technical publications, trade journals, instruction manuals, career information materials, and other reference materials.	A	x	x
	3. Assess and evaluate information in terms of projected use.	A	x	x

CONCEPT	READING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
12.	*An effective reader is able to select and use reading strategies appropriate to his/her purpose in reading for enjoyment, information, or literary appreciation.*	A		
	Skills			
	1. Recognize that			
	a. both reading rate and comprehension may be increased through the application of good reading techniques, such as reading in larger thought units and making effective use of contextual clues;	A	x	
	b. comprehension must not be sacrificed for speed;	B	x	
	c. reading rate should vary depending on purpose and material.	A	x	
	2. Demonstrate ability	A		
	a. to skim and scan for required information;		x	x
	b. to use intensive reading skills effectively.		x	x

	VIEWING CONCEPTS 5% - 15% (TIME)			
13.	*Appreciation and understanding of a visual message requires an understanding of purpose.*	B		
	Skills			
	1. Identify the purpose, message and intended audience of viewed communications.	B	x	x
	2. Identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced.	B	x	x

CONCEPT	VIEWING CONCEPTS 5% - 15% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
14.	*Elements in and structure of the image strongly influence the total effect of the communication.*	B		
	Skills			
	1. Recognize that the message of visual presentation is affected by factors such as color, camera angle, framing, and sequence.	C	x	x
	2. Relate the elements of the image to the purpose and message of the image.	B	x	x
	3. Appreciate effects of editing, such as biasing content, enhancing mood, and enhancing theme.	B	x	x
	4. Analyze the structure of a visual message by expressing the relationships among the purpose of the image, its content and style.	B	x	x
15.	*Many visual communications are really audiovisual messages which use sound and image together to communicate a message.*	C		
	Skill			
	1. Discuss combined visual effects, sound effects, and language in a mixed-media presentation, television production or film.	C	x	x
16.	*The viewer must evaluate the apparent reality created in media products.*	A		
	Skills			
	1. Analyze and evaluate the extent to which manipulative devices, including propaganda devices and advertising techniques, are used in the material encountered in daily life.	A	x	x
	2. Evaluate the aura of reality created in visual messages, especially propaganda.	A	x	x

CONCEPT	VIEWING CONCEPTS 5% - 15% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
17.	*Visual communication is similar in many ways to verbal forms of communication.*	B		
	<u>Skills</u>			
	1. Discuss relationships among film, television, cartoons, advertising and literature.	C	x	x
	2. Recognize that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace.	B	x	x
	3. Discuss the ways in which visual media make use of stylistic devices (color, texture, body language, connotation) to influence the viewer.	B	x	x

	LISTENING CONCEPTS 5% - 10% (TIME)			
18.	*Listening is an active, not a passive, process.*	A		
	<u>Skills</u>			
	1. Recognize that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking.	A	x	
	2. Identify and consider the factors which interfere with effective listening and attempt to overcome interferences created by the environment, the speaker and the listener.	A	x	x
	3. Observe the courtesies of a good listener.	A	x	
19.	*Sensitivity to ideas, tone, and purpose is an integral part of receiving a spoken communication.*	A		

CONCEPT	LISTENING CONCEPTS 5% - 15% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	<u>Skills</u>			
	1. Recognize and recall the central and supporting ideas in an oral presentation.	A	x	x
	2. Identify the speaker's purpose.	A	x	x
	3. Recognize the speaker's attitude and bias.	A	x	x
	4. Infer mood and tone in an oral communication.	A	x	x
	5. Distinguish between emotional appeal and reasoned argument.	A	x	x
	6. Be sensitive to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflection or gestures.	A	x	x
20.	*Listening to obtain information involves attentive open-minded reception of the message presented.*	A		
	<u>Skills</u>			
	1. During the listening process, listen actively, and mentally organize and review the speaker's theme, main ideas and supporting details.	A	x	
	2. Seek clarification of information not understood, or expansion of ideas superficially developed.	A	x	
21.	*Critical listening involves an assessment of the validity of the message presented.*	A		
	<u>Skills</u>			
	1. Distinguish between fact and opinion.	A	x	x
	2. Identify the functions and intentions of the speaker, and basic persuasive techniques such as glittering generalities, flattery, appeals to fear, or prejudice.	A	x	x

CONCEPT	LISTENING CONCEPTS 5% - 15% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	3. Differentiate between the content of the address and the performance of the speaker.	A	x	x
	4. Analyze a variety of presentations to identify the persuasive techniques used.	B	x	x
	5. Detect fallacies in the speaker's argument, such as hasty generalizations or false analogies.	A	x	x
	6. Assess the performance of the speaker and the content of the address.	A	x	x
	7. Evaluate the source of information.	A	x	x

	SPEAKING CONCEPTS 5% - 15% (TIME)			
22.	*The ability to speak easily, clearly, and effectively is an essential communication skill.*	A		
	<u>Skills</u>			
	1. Realize that speaker can clarify and extend his/her own thinking by expressing thoughts orally.	A	x	
	2. Express thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations.	A	x	x
	3. Speak extemporaneously on familiar topics, orally read appropriate prose or poetry selections, and give prepared talks from notes or memory.	B	x	x
	4. Use vocabulary effectively to convey ideas and feelings accurately and concisely.	A	x	x

CONCEPT	SPEAKING CONCEPTS 5% - 15% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	5. Use voice production factors, such as volume and stress, and non-verbal factors, such as gestures and eye contact, to effectively communicate meaning, mood and interest.	B	x	x
23.	*The ability to function effectively in a group includes using speech to advance the purposes of the group, and respecting group etiquette. Function as both a group member and a group leader.*	B		
24.	*Communication situations call for appropriate language, tone, and non-verbal behavior to suit the audience, occasion, or purpose.*	A		
	<u>Skills</u>			
	1. Express thoughts and feelings, explore ideas, and seek information through talk which is appropriate for purpose, audience and setting.	A	x	x
	2. Enhance some presentations by the use of diagrams, charts or demonstrations.	B	x	x
	3. Demonstrate facility with both explanatory and persuasive speaking in classroom situations.	B	x	x
	4. Develop a topic adequately, arrange ideas in appropriate order, and finish with a concluding statement.	A	x	x

SECTION C: DIPLOMA EXAMINATION SPECIFICATIONS

RATIONALE FOR SELECTION OF OBJECTIVES FOR EXAMINATION PURPOSES

The *Program of Studies for Senior High Language Arts, Revised, Spring, 1981* recognizes the importance of two kinds of learning objectives -- process objectives which concentrate upon ways and means, and outcome objectives which concentrate upon product. As indicated in the introduction of this document, the English 33 Diploma Examination will consist of test items that are tied solely to outcome objectives.

Performance on certain outcome objectives listed in the English 33 Language Arts Curriculum Specifications will not be evaluated by the English 33 Diploma Examination. Most notably, outcome objectives classified in the English 33 Language Arts Curriculum Specifications under listening and speaking, and some aspects of viewing, will not be tested at this time. Similarly, due to the limitations of pen-and-paper test design, performance on other outcome objectives, such as demonstrating "increased ability to skim and scan for required information," will not be evaluated. All such outcome objectives have been excluded from the present English 33 Diploma Examination Specifications.

The amount of time available for testing places further limitations on the scope of outcome objectives that can be tested in any one examination. For a more specific indication of what will be tested on the first round of English 33 Diploma Examinations (January, June and August, 1984), please refer to the blueprints in the English 33 Diploma Examination Bulletin.

OUTCOME OBJECTIVES FOR DIPLOMA EXAMINATIONS IN ENGLISH 33

WRITING CONCEPTS

1. *Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.*

   Skills

   1. Identify purpose and audience, and direct writing to that audience.

   2. Use ideas generated during prewriting activities to limit subject independently and provide sufficient materials for purpose.

WRITING CONCEPTS (Continued)

2. *Appropriate organization and development of ideas are essential qualities of written composition.*

   Skills

   1. Write an introduction which engages the interest and focuses the attention of the reader.

   2. Use a method of development which is appropriate to topic, purpose, and audience.

   3. Demonstrate the ability to organize thoughts coherently.

   4. Compose a suitable ending which follows the train of thought established, and concludes without a mechanical repetition of ideas.

3. *Effective revision involves careful evaluation of ideas and a further shaping of the composition.*

   Skills

   1. Ensure that all instructions have been followed.

   2. Produce a revised version, carefully proofread.

4. *A writer's ideas and experience can be presented through various modes of discourse.*

   Skills

   1. Through shaped and polished writing, share thoughts or feelings with other people.

   2. Use clear, functional prose when purpose is utilitarian, such as when conveying information or arguing a point of view.

5. *An important life skill is the ability to write clearly in an appropriate prose form to fulfil a particular intention.*

   Skills

   1. In language appropriate to purpose and audience, write clear, precise business letters, such as letters of request or complaint, using a courteous business-like tone.

WRITING CONCEPTS (Continued)

2. Complete a variety of forms; produce a complete and useful resumé and covering letter for a specific application.

3. Write, for specific purpose and audience, a concise, factual, clear, well-organized report.

READING CONCEPTS

6. *Reading is a process which demands active involvement of the reader.*

Skills

1. Respond with sensitivity, thoughtfulness, articulation, and self-reliance to the material which is read.

2. Understand that the study of literature involves

   a) possible sharing of one's response with others, orally or in writing;

   b) where appropriate, a personal, social, or critical evaluation.

8. *Enjoyment and appreciation of literature depend on favorable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.*

Skill

1. Read literature for

   a) an understanding of its content and appeal;

   b) enjoyment, understanding and appreciation.

9. *Human experience and values can be explored through literature.*

Skills

1. Examine human character as revealed in literature by

   a) describing the major physical and personality traits of characters;

   b) discovering and discussing the motives of a character's actions;

   c) inferring and evaluating the motivation for a character's behavior.

2. Through literature

   a) examine values expressed;

   b) become aware of some of the variety, origins, conflicts and trends in human values.

3. Explore values presented in literature in order to

   a) relate literary experience to personal experience;

   b) relate personal and societal values to values expressed through literature;

   c) appraise the values expressed in a literary selection.

10. *The understanding and appreciation of a literary selection is dependent upon the recognition and understanding of the general characteristics of literary forms and the relationship of form, idea and purpose.*

Skills

1. Identify the

   a) subject, theme and purpose;

   b) basic organization the author has used;

c) point of view of a literary selection;

d) influences of the setting on character and action.

2. Recognize

a) how the point of view influences the effect of a particular work;

b. how the mood and tone influence the effect of a particular work.

3. Retell or summarize the content of a particular work.

4. Compare and contrast presentation of ideas in two or more literary forms.

5. Explore the validity of the theme in relation to

a) life in general;

b) personal experience.

6. Consider how the impact of a work is affected by its organization.

7. Generalize about the effect of form in literary selections read.

11. *Locating, selecting and evaluating written materials frequently required to fulfil one's purpose in reading are important life skills.*

Skills

1. Identify a purpose for reading and select and synthesize relevant ideas.

2. Use technical publications, trade journals, instruction manuals, career information materials, and other reference materials.

3. Assess and evaluate information in terms of projected use.

READING CONCEPTS (Continued)

12. *An effective reader is able to select and use reading strategies appropriate to his purpose in reading for enjoyment, information, or literary appreciation.*

    Skill

    1. Demonstrate ability to use intensive reading skills effectively.

VIEWING CONCEPTS

13. *Appreciation and understanding of a visual message require an understanding of purpose.*

    Skills

    1. Identify the purpose, message and intended audience of viewed communications.

    2. Identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced.

14. *Elements in and structure of the image strongly influence the total effect of the communication.*

    Skills

    1. Recognize that the message of visual presentation is affected by factors such as color, camera angle, framing, and sequence.

    2. Relate the elements of the image to the purpose and message of the image.

    3. Appreciate effects of editing, such as biasing content, enhancing mood, and enhancing theme.

    4. Analyze the structure of a visual message by expressing the relationships among the purpose of the image, its content and style.

16. *The viewer must evaluate the apparent reality created in media products.*

Skill

1. Analyze and evaluate the extent to which manipulative devices, including propaganda and advertising techniques, are used in the material encountered in daily life.

17. *Visual communication is similar in many ways to verbal forms of communication.*

Skills

1. Recognize that visual messages may employ imagery, mood, irony, tone, symbolism, humor, structure and pace.

2. Discuss the ways in which visual media make use of stylistic devices (color, texture, body language, connotation) to influence the viewer.

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